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ABSTRACT

Prepared as part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper discusses the role of the State education agency as it relates to career education. Several strategies to initiate, implement, or expand career education are presented. Strategies for State education agencies include the board resolution and legislative directive and the task force approach, and sample illustrative documents are offered. Needs assessment procedures, inservice teacher programs, funding strategies, evaluation and accountability, and teacher preparation programs are topics commented on. A sample fact sheet of the Michigan Career Education Teacher Education Consortium is offered as a typical State agency strategy. Organizational structure at both the State and local level is examined in relationship to career education program implementation. A discussion of legislative support, coordination of State and local efforts, funding, and program evaluation concludes the document. (MW)

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CAREER EDUCATION:
An Educational Priority for the Seventies

Part V: "Career Education and the State Education Agency"

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and
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Office of Education
Washington, D.C.

PREFACE

In the preceding four parts of this series an attempt has been made to gather together, synthesize, and diseminate information relating to Career Education. Part I, "The Concept of Career Education", traced the evolvement and development of the Career Education concept, and pointed out the various [illegible] which it has been defined. Part I also, implied a nee[illegible] common frame of reference for Career Education among state [illegible]ation agencies, and presented several broad issues which should be seriously considered by those agencies as they continue to implement the concept.

In Part II, "Purposes and Goals of Career Education", the various reasons why Career Education appears to hold significant potential for needed reforms in education were presented. Implicit in Part II is the caution that, as state education agencies either plan for or implement Career [illegible]ucation programs, they should carefully examine, and perhaps re-define or modify, the purposes that have been given to insure that the goals--the expected outcomes--are clear.

As was implied in Part III, specifically designed tools are needed for specific tasks. In this vein, various "tools"--i.e., curricular materials--that have been developed for use in Career Education implementation efforts were presented in "The Development and Utilization of Curriculum Materials for Career Education". Additionally, some of the criteria for such tools and materials were also discussed in Part III.

In Part IV, "Models, Elements and Characteristics of Career Education", the necessary components of Career Education, as it has

been treated in this series, were discussed, as were the several characteristics which appear to be common to most Career Education programs or definitions. Additionally, representative models or schema that have been developed and utilized by state education agencies were included.

In this paper, "Career Education and the State Education Agency", the role of the state education agency, as it relates to Career Education is discussed, as are several strategies that might be utilized.

Lastly, from the information gathered and disseminated, several implications for state education agencies seem apparent. These are also discussed in this section.

Collectively, the papers in this series should serve as a valuable resource and reference as well as a source of ideas for chief state school officers and their staffs as they continue to translate Career Education from a concept to a functional and operational reality.

William I. Israel
Director, Special Projects
Council of Chief State School Officers

CAREER EDUCATION AND THE STATE EDUCATION AGENCY

The rationale for Career Education, as it has been presented in this series and elsewhere, includes an impressive list of human needs and societal problems which may, to a considerable degree, be met or solved by directing proper attention to the career development of individuals. The human needs include: the need to know about one's own attributes and interests--which have both potential and implications for career satisfaction; the need to know, in a meaningful way, about the broad range of available life-career options; and the need to be able to make--and then implement--rational decisions, including those related to life-career options and choices.

While many educators and educational institutions are making serious efforts to meet the human needs, there still remain, in virtually every community, highly visible signs which are indicative of the extent or degree to which many of the human needs remain unmet. Throughout society, there remain students who proceed in mechanical fashion through the several levels of the educational system with no real sense of direction, purpose, or goals. Many such students, upon exiting from the educational arena and entering the broader societal structure, find themselves totally incapable of dealing or coping with the complexities of a "real world". And society is then assigned the responsibility of caring for their needs.

Additionally, in community after community, the unemployment rate of youth continues to remain inordinately high--even though there are many job openings that are not being filled. There are, of course, some valid--but perhaps indefensible--reasons for this

situation, but most would seem to revolve around two themes that are products of the society: job stereotyping and unrealistic expectations. Both of these result in frustration and, in some instances, rather traumatic experiences within the youth group. But again, it is society which ultimately must assume the responsibility of caring for needs of individuals who are unable to cope.

And certainly of equal seriousness in the modern society is the problem faced by the large number of adults who, after having worked for many years, suddenly and traumatically find their acquired and accumulated skills to be outmoded or obsolete, and hence no longer employable. Many aerospace engineers in Seattle and Cape Canaveral found themselves to be in this category when the SST program was discontinued and when the Apollo program was completed. Many employees in other industries are facing similar situations with the continuing refinement and installation of automation. Again, if and when such people became employable, society has to assume the responsiblity of helping them.

These and other similar, related factors, plus the public's consistent and persistent expectation that the schools--the educational system--should prepare those who are involved for economic self-sufficiency, provide strong incentives for educational leadership to designate Career Education as a major priority in American education.

The economic motivation, obviously, is and should be a strong base for Career Education efforts in the public schools. However,

care must be taken to keep it (economic motivation) from being the only base. As suggested earlier, there are human needs, and some of these transcend--go far beyond--economic needs. Educational leadership, as it moves toward assigning high priority status to Career Education, must also keep in mind the other (in addition to economic) returns that can accrue to society if and when the concept that has been presented is transformed into a reality. In this regard, a major goal, both practical and realistic, for education should relate to the development of human excellence, of which intellectual and occupational development constitute only parts--essential as they may be--of an overarching whole. Charles Reich highlighted this thought in The Greening of America when he observed that:

> ...today's emerging consciousness seeks a new knowledge of what it means to be human, in order that the machine, having been built, may now be turned to human ends; in order that man once more can become a creative force, renewing and creating his own life and thus giving life back to his society.

Career Education, as it has been conceived, propounded, perceived and developed, holds great promise for meeting economic needs of individuals, human and humane needs of people, and perhaps more importantly, needs of society. But if the ideal of a renewed educational system--one that is capable of helping to meet those needs and at the same time is commensurate with the aptitudes, needs, and interests of those it is designed to serve--is to be reached, it is imperative that educational leadership act and act promptly.

Every educator who is charged with the responsibility for helping individuals--young and old alike--to learn must perceive the total educational process as preparation for a total life pattern. They must also be willing and able to perceive that an individual's life pattern will, in all probability, revolve around one's career.

The preceding in no way rejects or negates other conceptualizations relating to the aims of education. There are, and should be, valid aims concerning personal enlightenment, social and physical development, and exploration of the realms of knowledge. These are all viable and desirable aims, and lend support to the recognition that education must exist in many different forms; that no one form will be exactly right for every one. But while there will be differing forms of education in order that the varying needs of individuals may better be served, recognition of the relationship between education and one's life-career pattern should provide the basic framework into which all education might fit.

In this context, it would seem clear that Career Education, as it has been explained here and elsewhere, could provide for or accommodate a large portion of the framework for education. Career Education encompasses the full range of educational endeavor--from preschool through the adult years. And it calls for educational systems to be diverse in their organization so as to be able to provide for the wide range of options and opportunities that will be required.

Career Education does hold great promise. But while advocating its acceptance, educational leaders must avoid the temptation (as has

been the case with many other educational innovations) to view it as a cure-all or panacea that will cause all of the problems facing education to disappear. As William Pierce, Deputy Commissioner for Occupational and Adult Education (USOE) has observed:

> Career Education is nevertheless no magic potion. It is not going to open doors for college students receiving their A.B. degrees this June or for youngsters getting their high school diplomas. Given the increasing interest in the concept, however, and in the spirit and point of view that lies behind it, we can hope that the day is not too distant when no student will leave the classroom with the feeling that he has simply been cast adrift. Perhaps at that time a nascent English teacher will not have to wonder, as our baby-sitter did, why she had been required to learn where Russia's principal minerals are to be found.

THE STATE EDUCATION AGENCY

Toward the ends that have been described, and with the help of the educational leadership represented in the various state and extra-state (territorial) education agencies, considerable progress has been made in the entire Career Education thrust throughout the nation. The progress has been especially marked during the past five years.

For purposes of illustrating the kind of progress that has taken place, one should consider the fact that in 1968 there existed only one state education agency which had recognized the importance of Career Education by designating a staff member to be responsible for its development in the state. By 1973, well over half of the state education agencies had created such positions, and in 1974,

virtually every such agency was able to name a professional staff member as being responsible for Career Education.

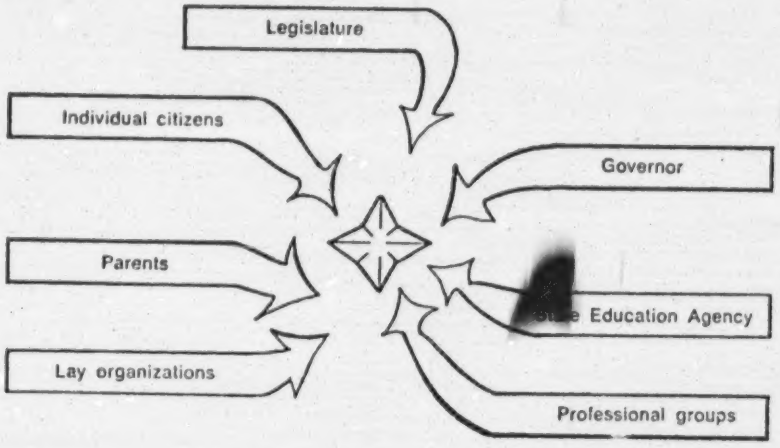
By way of further illustrating the progress that has been made, one should consider the fact that in 1973 over half of the state education agencies had developed both position statements and state plans relating to Career Education; this, from a virtual zero point in 1968. And similarly, by 1973, roughly a third of the state education agencies had identifiable budgets to be used for the support of Career Education. And, by 1973, well over half of the state education agencies had established Career Education as a major educational priority.

But while much has already been accomplished in the area of Career Education, a great deal more remains to be accomplished before learners--at whatever educational level, and regardless of sex, race, ethnic origin, or socio-economic-cultural status--will have anything approaching equal access to educational programs designed to meet career development needs.

The state education agency, having as it does the primary responsibility for the educational program of the state, is in an advantageous position to plan for, initiate, and facilitate the implementation of Career Education. The state education agency is, in reality, the only educational agency capable of influencing, and changing where necessary, educational programs provided for total state populations.

The preceding should in no way imply that needed educational changes--such as Career Education--can only be initiated by the

state education agency. To infer that this is the case would be tragic; to believe that such is the case would be traumatic. If, as Hoyt suggested, Career Education represents a "response to a call for educational reform", the call, together with a suggested reform, i.e., Career Education, can be voiced from virtually any segment of society, as is suggested by the following drawing:



In some states, the initial call for Career Education may have been made by the Legislature; in others, it might have been voiced by business-labor-community organizations. And in others it may have been called for by the Governor.

But while the initial impetus may be generated or supplied by a variety of sources, and if the ultimate goal is to involve every learner, it is the state education agency that must assume and assert its leadership role.

Strategies for SEA's

As state and extra-state educational agencies have begun to implement, or further strengthen, the concept of Career Education in the educational programs, various strategies have been employed.

Board Resolution and Legislative Directive. In some states, and especially those in which progress (in terms of Career Education) have been quite marked, a basic and initial strategy involved securing of support, by means of adoption of a resolution or approval of a position statement, by the state board of education. In Maryland, as one example, the State Board of Education adopted a Resolution relating to Career Education in 1971. A copy of the Maryland Resolution is reproduced on page 9. In others, the initial strategy consisted of securing legislative approval (and hopefully legislative appropriations) in support of the concept. Support of this nature is illustrated by a Resolution introduced recently in the Kansas State Legislature as shown on pages 10-11. It should be noted that neither strategy, i.e., state local or legislative, would in all likelihood be successfully developed without the leadership of the state education agency.

Task Force Approach. Other strategies developed have related to acquainting departmental personnel with, and involving them in, the concept that Career Education does offer viable and desirable alternatives to the existing educational program; that Career Education is not intended to supplant or replace the existing program, but instead is meant to strengthen and bolster it. In state education agencies where this strategy has been employed, interdisciplinary task forces have been created to study, define and develop long-range plans for Career Education. The Maryland State Department of Education, for example, created such a task force which in turn developed a comprehensive five-year plan for Career Education

(Text continued on page 12)

Resolution
Maryland State Board of Education
October 27, 1971

Resolution No. 1971 - 56 Re: Career Education

WHEREAS, the central purposes of education--to prepare youth to accept the reality of constructive pathways to adulthood, to help them engage these pathways successfully, and to assist them in finding personal relevance in the life options available to them--are not being effectively accomplished for large numbers of youth in the school system of our State, and

WHEREAS, one of the goals toward which our educational system must direct itself is the provision for every student to acquire the skills which will allow him to make a livelihood for himself and for his future family, no matter at what level of the educational system he leaves, and

WHEREAS, such skills are not confined to the manipulative skills but are all those by which one can use his capabilities in activities which contribute both to individual fulfillment and society's maintenance and progress, and

WHEREAS, to make public education in Maryland become more relevant to today's needs and the needs of the future, it becomes increasingly evident that public education should be focussed around the theme of career education, and

WHEREAS, the Maryland State Department of Education has been singularly honored by being selected as the agency to bring this matter to the attention of key educators and decision makers across the nation, now therefore

BE IT RESOLVED, that the State Board affirms its support of the concept of career education and directs the Department to develop a comprehensive plan to serve all youth and adults involving career orientation, exploration, preparation for job entry and/or further education, including intensive guidance and counseling services.

Session of 1974

Senate Concurrent Resolution No. 82

By Senator Harder

1-11

A CONCURRENT RESOLUTION requesting the state board of education to encourage, support and promote career education programs in Kansas school districts.

WHEREAS, More than one-half of all youths in the United States who end their schooling each year have no salable skill or training with which to earn a living, and

WHEREAS, Public school programs historically have been primarily college preparatory with only secondary and limited emphasis placed on vocational education and such programs have not responded to the needs of a great number of the youths who pass through the school system, and

WHEREAS, Teacher training institutions generally have not placed significant emphasis on a career awareness component in teacher preparation programs, and

WHEREAS, Public school programs, publicly supported vocational schools and state colleges and universities have not been able to keep pace in their educational programs with changing job requirements and labor market demands: Now, therefore,

Be it resolved by the Senate of the State of Kansas, the House of Representatives concurring therein: That, in recognition by the Legislature of the State of Kansas of the urgent need for incorporation into the public school system of the concepts of career education, including career awareness and career preparation and exploration, the state board of education is herewith requested to provide further leadership in the field of career education so that state goals and objectives can be implemented in the school districts of Kansas at the earliest practicable time. In recognition

of the fact that the state board of education already has articulated statewide goals for career education and has cooperated in the operation of several individual career education projects, including in-service training sessions, the state board of education is further requested to prepare and submit to the 1974 Legislature a proposed action program containing a detailed funding proposal designed as expeditiously as possible to make career education opportunities available to all students of Kansas school districts; encourage post-secondary institutions to incorporate into their teacher training programs effective career education preparation opportunities; prepare guidelines to assist school districts in planning and organizing career education programs; provide in-service and other programs as may be necessary to reorient teachers serving in the field; prepare, publish and otherwise disseminate materials for continuing education of school personnel; evaluate the effectiveness of school district career education programs; and provide such further state-level direction and leadership as will bring the full benefits of career education to the youth of this state.

Be it further resolved: That the secretary of state is hereby directed to transmit a copy of this resolution to the chairman of the state board of regents, the chairman of the state board of education and to the commissioner of education for duplication and transmittal to every school board member within the state of Kansas.

in the state. The Kansas State Department of Education created a Task Force on Career Education that has worked closely with a broad-based State Task Force on Career Education, and has developed a three-year plan for the Department.

Several other states, including California and Utah, have also utilized the task force approach, and have been able to proceed to deal with related problems. This strategy--creation and use of a broad-based or interdisciplinary task force--is usually an effective means of securing sound advice and guidelines, as well as broad-based support.

Assessment of Need, Dissemination, and Involvement. In determining or assessing the need for Career Education, numerous state education agencies have made widespread use of advisory groups, citizen's committees, Governor's conferences, and the like. This strategy, obviously, holds the same type of potential as the task force approach. It is, however, much broader and more representative in scope. Through the use of citizen groups, either at the state or local level, it is possible for an SEA to enlist the help and support of many people in:

- Assessing the career needs of individuals for whom the educational system is responsible, including those sub-populations having special career needs;
- Developing and articulating goals of and for the educational system which are more likely to accommodate the identified career needs of the population(s); and
- Determining the degree to which the educational system is or is not achieving the goals which have been identified.

When this strategy is used in order to determine or assess the need for Career Education, there will be, obviously, a built-in mechanism for real involvement and for dissemination of information about Career Education as well. Through well planned and organized question and answer sessions, those responsible for Career Education will have an opportunity to assist the general public in understanding the educational potential Career Education holds for meeting both the needs of the learners as well as the goals of education.

In Texas, as one example, the state education agency, with the help of hundreds of citizens from around the state, was able to develop a series of learner-outcomes. These learner-outcomes reflected, as it were, what the citizens expected the products of the educational system to "look like" upon exit. The information gained was compiled and published in a monograph titled Basic Learner Outcomes for Career Education, and in this form has been very valuable in giving the agency, together with the public school systems, a sense of need and direction. In this effort, as can be surmised, the elements of needs assessment, dissemination and involvement were clearly visible.

A strategy aimed more at involvement and dissemination has recently been developed and utilized in both Minnesota and Texas. In both states, television "commercials" have been prepared and shown on the television stations throughout the state. In each instance, the "commercial" deals with some aspect of the concept of Career Education, and then invites the viewer to contact the state education agency (or the regional service center) for further information. In

the case of Minnesota, a grant for this purpose--preparation of the "commercials" was obtained from one of the large corporations in that state. As a result of efforts such as these, it has been possible to disseminate information about, and involve citizens in, Career Education in a new and different mode.

The strategy discussed here has, to this point, been directed primarily toward lay citizens. This is not to suggest that it should be used only with lay people. To the contrary, professional educators--classroom teachers, building principals, districts administrators, college professors and state education agency personnel can and should be involved in much the same manner. The Chamber of Commerce of the United States, in a recent publication titled Blueprint for the Possible, provides some clues as to how groups of professional educators might help to determine what needs might exist, and at the same time might themselves become more aware of the needs. For example, a simple questionnaire might be developed and administered to ascertain if, or to what degree:

- The school system has worked with employer groups to determine entry-level requiremnts for specific jobs and occupations for graduates;
- The school system provides parents with information on each student's aptitude as a basis for career guidance;
- The school system has established business-industry-community groups on Career Education;
- The school system provides a job placement service and works with public employment service centers for its prospective graduates and students who leave before completion of formal schooling;

- Business and industry has been involved in planning Career Education programs with the school system;

- The school system has explored the feasibility of establishing "classrooms" outside of the school--in plants, offices, and the various social and governmental agencies; and

- The school system makes use of volunteers from industry, governmental, and social agencies as visiting or adjunct instructors.

Obviously, the statements used here, (and adapted from the U. S. Chamber publication) are leading ones. They can, however, serve as a model for obtaining information relating to need, for providing school systems with cues as to how they might proceed, or for creating, among educators, an awareness of a need that perhaps had not been previously recognized. Any of the three seem to be of considerable value in a strategy aimed at assessment of need, dissemination, and meaningful involvement.

In-Service Programs for Teachers. This strategy, while closely related to the one just discussed, is of primary importance, because, in the final analysis, it is the classroom teacher who will or will not make Career Education a reality for every learner. Classroom teachers, therefore, must be helped to understand what Career Education is and is not; what is involved in the process of Career Education; who is responsible for Career Education; what materials are available to help learners achieve Career Education goals; and where they can find resources that will facilitate accomplishment of goals and attainment of purposes.

In virtually every state where significant progress in Career Education efforts has been made, the state education agency has made good use of this strategy. In Ohio, for example, there is an on-going in-service program for both having system-wide responsibilities and those having building responsibilities. Industry, business, and governmental agencies are brought into play, and every attempt is made to acquaint the educators with possible answers to the problems alluded to above.

With support and encouragement from state education agency personnel, Ohio educators having responsibility for local in-service programs have demonstrated how resourceful and creative they can be. In one school system, the Career Education Coordinator discovered, to his amazement and dismay, that few if any of the elementary teachers--who were to have the responsibility of acquainting the youngsters with the world of work--had had any work experience other than teaching. As a result, and with the cooperation of a nearby university and the business and industry community, some sixteen teachers each spent about three weeks learning first-hand about manufacturing, banking, sales, etc. (The story is related in an article in a recent issue of Career Education Digest, and is titled, "The Teacher Wore A Hardhat".)

Other state education agencies, such as Texas and Oregon, have developed and utilized in-service programs with the help of regional educational units within the state. In Oregon, for example, each of the regional units has a person responsible for Career Education in the area served by the regional unit. These educators meet regularly with state agency personnel to learn about new developments (in curri-

culum, for example), and return to their own regions to work directly with the teachers in the local schools and school systems. Similar patterns are followed in Texas. This approach to in-service programs obviously greatly expands the capabilities of state education agency personnel.

Still other state education agencies either sponsor directly--or facilitate the sponsorship of--in-service programs in Career Education for teachers and entire faculties as the occasion warrants. In any event, and in every instance, the strategy involving such programs should be well conceived, and should represent the best effort possible to acquaint educators with the points enumerated earlier.

Career Education, for most teachers, represents a change. And people, including teachers, are likely to accept and support a change to the extent that they understand the need for it. In this context, an in-service strategy can be crucial.

Sources of Funding. It is well and good to consider strategies that will provide for the implementation or expansion of Career Education programs in a state. The need for such strategies should be obvious. But at the same time, it should be equally obvious that most of the strategies that might (should) be used reflect a need for funds for their support. In some cases, the funds needed might be perceived as "in addition to" existing funds. In other instances, the needed funds may be derived through a re-allocation of certain funds that are already available.

As Career Education efforts were initiated by many state education agencies, funds were made available for this purpose from Vocational Education monies. To a large extent, this practice has continued in quite a few states. But as the concept of Career Education has gained a broader acceptance, state legislatures have begun to appropriate funds specifically for Career Education purposes. In Louisiana, for example, the Legislature appropriated some eight million dollars in order that Career Education might be developed and implemented state-wide, with provision for similar appropriations over a period of several years. The Arizona Legislature, in similar fashion, has made multi-million dollar appropriations to support the Career Education efforts in that State. In Ohio, state funds have been appropriated for Career Education on a per-pupil basis. In still other states, specific funds have been made available for planning efforts in Career Education. And in many state education agencies, budgets for Career Education efforts have been created by re-directing some of the existing funds.

The funding strategy for Career Education efforts in a state is vital the success of those efforts. In developing such a strategy, state education agency personnel should make every effort to clearly identify the funds that will be needed, how they will be used, and what results might be expected as a result of the expenditure of the funds. They should then seek out the most logical source or combination of sources, and proceed in their attempts to secure the needed monies.

Evaluation and Accountability. The essentiality of both education and accountability was discussed in Part III of this series, but it was discussed primarily in the context of curriculum development. A state education agency, responsible as it is for ensuring the best possible educational opportunities for the learners, must develop and utilize procedures that will enable them to know that this is happening. This is true of the total educational program. It is especially true of Career Education--a relatively new concept in education for which funds are being sought.

To date, few state education agencies have been able to mount full-scale evaluative efforts in the area of Career Education. At the moment, this is understandable, because of the recency of the implementation of Career Education.

But as efforts in Career Education become more institutionalized and widespread, there will undoubtedly be many concerned citizens, legislators, and educators, who will want to know if the dollars invested in Career Education are really paying off. Forward-looking state education agency personnel will anticipate this, and will have developed a strategy that will enable them to have ready--and defensible--answers.

Teacher Preparation Programs. It is true that many state education agencies do not have direct responsibility for institutions of higher learning, including those which offer teacher preparation programs. It is equally true, however, that the state education agencies are responsible for the institutions which utilize the products of those teacher training programs. It would seem plausible, then, for

the state education agency to be able to influence, to some degree, the content of teacher preparation programs.

In several states, including Colorado, Ohio, and Nevada, there have been established cooperative working relationships, and the state education agencies have been able to bring about a degree of awareness of the need for teachers who, upon entry into the field, will understand the concept of Career Education.

In at least two states, however, the efforts of the state education agency have gone far beyond the more or less informal arrangements that exist in most states. In Michigan and Washington, cooperative programs and consortia of certain institutions of higher learning have been developed under the leadership of the state education agency.

Arrangements such as those which have been created in these states hold considerable promise for the restructuring of teacher education programs that is needed if teachers are to be "Career Education oriented" before they accept their first teaching position. Again, forward-looking state education agency personnel will develop strategies designed to bring about such arrangements. The following information about the Michigan effort will be of interest to such personnel:

MICHIGAN CAREER EDUCATION
TEACHER EDUCATION CONSORTIUM

FACT SHEET

WHAT IS IT?

The consortium is a cooperative organization formed by faculty representatives from eight of Michigan's largest teacher education institutions and a liaison from the Michigan Department of Education. The purpose of the consortium is to coordinate and plan personnel development efforts relevant to the implementation of the Michigan Career Education Model.

HOW WAS IT FORMED?

The consortium grew out of a series of meetings held late in 1972 between Michigan's Superintendent of Public Instruction, Dr. John Porter, and the Deans of eight of Michigan's largest teacher education institutions.

WHAT IS THE CONSORTIUM'S GOAL?

The goal of the Career Education Teacher Education Consortium is to assist Michigan educators in increasing their capabilities to more adequately provide learning experiences to the children, youth, and adults in this State consistent with the goal of career education.

MICHIGAN CAREER EDUCATION
TEACHER EDUCATION CONSORTIUM

WHO ARE THE CONSORTIUM MEMBERS?

Central Michigan University
Mt. Pleasant, Michigan

Eastern Michigan University
Ypsilanti, Michigan

Ferris State College
Big Rapids, Michigan

Michigan State University
East Lansing, Michigan

Northern Michigan University
Marquette, Michigan

University of Michigan
Ann Arbor, Michigan

Wayne State University
Detroit, Michigan

Western Michigan University
Kalamazoo, Michigan

WHAT ARE THE CONSORTIUM'S SPECIFIC OBJECTIVES?

1. To provide Michigan's local educational agencies with appropriate in-service assistance relative to their implementation of career education.
2. To modify the pre-service programs of Michigan's educational personnel so as to better prepare these individuals so that they can work with Michigan's career education programs.
3. To help local school districts in the design and implementation of career education programs.
4. To inform university faculties about the concept and programs of Michigan's Career Education Model.

HOW ARE THE CONSORTIUM MEMBERS ORGANIZED?

Each institution has a consortium representative appointed by the Dean of Education. Each institution has a career education cadre of 14 to 30 faculty members (across all fields of education and from fields outside of professional education). These

cadre work as a team to design personnel development materials, provide in-service help to local educational agencies, and to recommend changes in the pre-service teacher preparation program. The cadres also work with local districts under contract to the Michigan Department of Education to field develop and test various components of the Michigan Career Education Model. Finally, the cadres provide a variety of career education orientation activities for their fellow university faculty colleges.

WHAT HAS THE CONSORTIUM DONE TO DATE?

Besides the many accomplishments of the individual cadre, the consortium itself is currently engaged in designing packaged in-service material related to the awareness and understanding of career education. During the coming fiscal year, the consortium will participate in the development of similar package in-service material for infusion of career education, the use of performance based instruction in career education, and the planning of career education programs. Each member will be training personnel to use these in-service materials and will provide many new services to local districts throughout 1974-75.

WHERE CAN YOU GET ADDITIONAL INFORMATION?

Contact the Michigan Department of Education liaison person.

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IMPLICATIONS FOR STATE EDUCATION AGENCIES

Throughout this series there have been presented discussions relating to concepts, purposes, and models of Career Education. Earlier in this paper several strategies that might be utilized by state education agencies to initiate, implement, or expand Career Education were also presented and discussed. All of these, obviously, have serious implications for state education agencies; most of the implications relating to these will have already been inferred, and will not be discussed here. But there are, it would seem, several broader issues -- implications -- which should be brought out. These include implications relating to implementation or expansion of Career Education on a truly state-wide basis; implications relating to funding sources and/or patterns for Career Education efforts; and implications relating to the examination, evaluation, and improvement of Career Education efforts and programs throughout the state.

Implementation

According to Rasmussen and Carpenter, in a recent descriptive account of Career Education in the Portland, Oregon, Public Schools, the implementation of Career Education programs, when contrasted with acceptance, is indeed a "different" matter. As they have perceptively observed:

> Even though there is widespread acceptance of Career Education as a function of the schools, it has largely remained isolated from the mainstream of the elementary and secondary curriculum. Too often it is still regarded as a last resort to keep youth from leaving

school before graduation. Obviously, Career Education has not taken its proper place among the programs of the schools.

The concern raised by Rasmussen and Carpenter relates directly to a local school system. It is, however, quite valid in terms of Career Education efforts in many states. In fact, at a recent conference (Dallas: April 29, 30 and May 1, 1974) for State Directors/Coordinators of Career Education, the matter of implementation (and expansion of effort) was the most frequently mentioned concern.

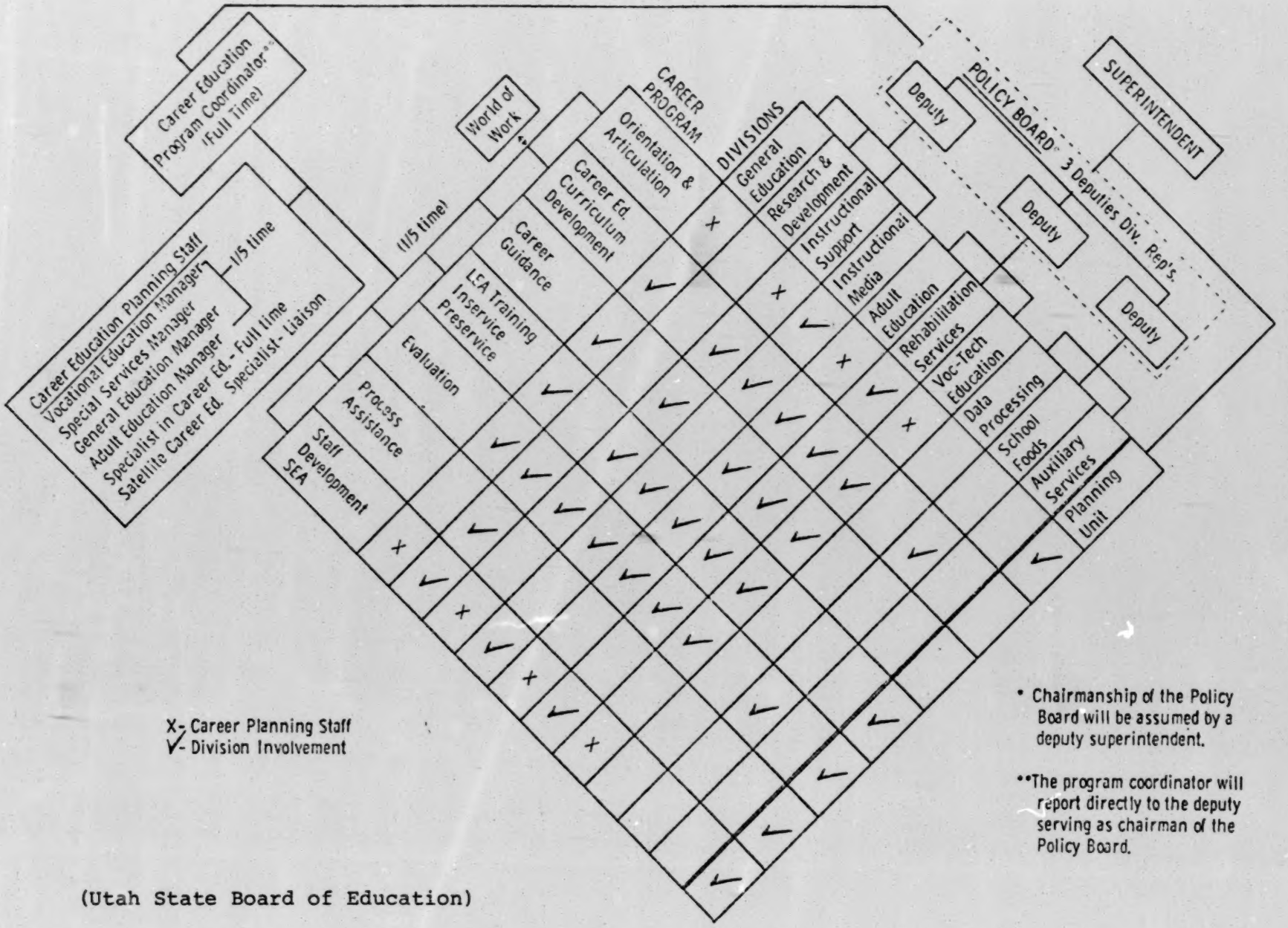
It would seem, then, that state education agencies will need to examine the matter of implementation of Career Education from at least two points of view: "What steps might be taken to facilitate implementation at the state or agency level?" and "What steps might be taken, by the state education agency, to facilitate implementation at the local level?"

An important and key element in both considerations relates to the notion of "facilitating", and obviously there are many ways of doing this -- planning, funding, involvement, and the like. These should not be overlooked. But basic to all, on the part of the state education agency, would seem to revolve around patterns of organization that can be established within the agency itself and between it and other state agencies.

At the State Level

Within the Utah state education agency, for example, there was developed an organizational structure that was designed to define and delineate the roles and functions of all the divisions within

ORGANIZATIONAL STRUCTURE FOR CAREER EDUCATION



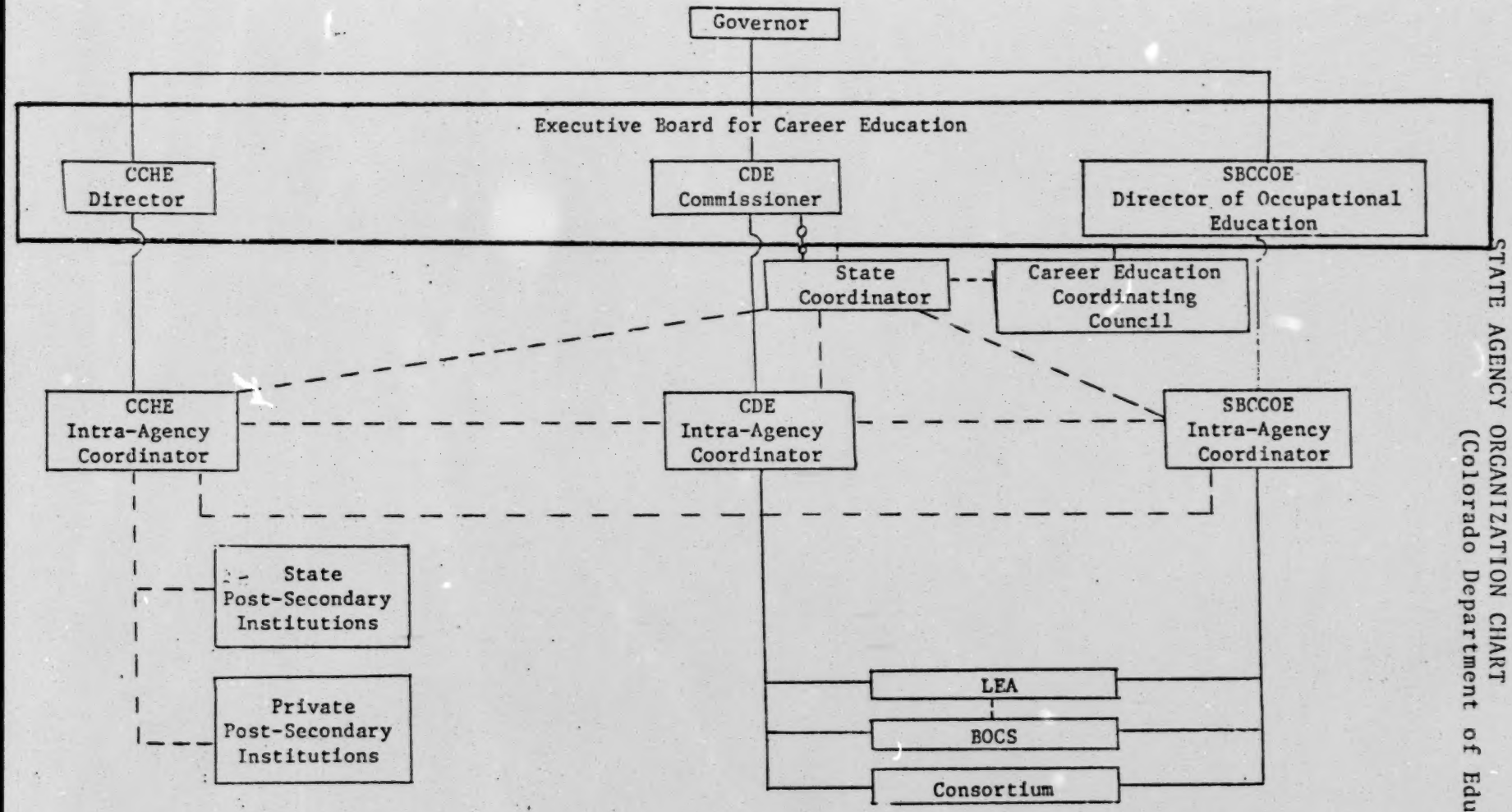
(Utah State Board of Education)

the agency as they relate to Career Education. The structure (reproduced on page 26) also provided for the establishment of a "Career Education Planning Staff", made up of the heads of several of the departmental divisions and regular Career Education personnel, and for a policy or governing board made up of the Deputy Superintendents.

Through the pattern of involvement and direct participation that is illustrated, it is possible to see how Career Education can be perceived as a departmental activity. When it is so perceived, and is planned by a widely representative group of agency personnel, the process and probability of implementation, on a state-wide basis, would seem to be greatly enhanced.

In terms of facilitating implementation of Career Education, a state education agency may also want to consider the possibility of establishing formal linkages with other state agencies or institutions having an interest in and a concern about Career Education. In Colorado, as one example of this approach, and as a result of a cooperatively developed state plan for Career Education, an organizational structure involving the cooperating agencies was created. In the Colorado approach (illustrated on page 28) relationships and basic responsibilities as they relate to the Executive Office, the Department of Education (CDE), the Commission on Higher Education (CCHE), and the Board for Coomunity Colleges and Occupational Education (SBCCOE) are defined.

Obviously, there are differing needs in the several states, so the Colorado chart is not intended as a model; it is, however, intended to suggest the ways in which state education agencies



STATE AGENCY ORGANIZATIONAL CHART

(See attached Narrative Summary)

STATE AGENCY ORGANIZATION CHART
(Colorado Department of Education)

might establish desirable linkages. Again, in establishing such linkages, a broad type of support can be achieved, and because the "performers" are also directly involved in the process, the possibility of state-wide implementation of Career Education would seem to be enhanced.

At the Local Level

While organizational structures can be (and have been) created at the state level to facilitate implementation of Career Education, attention must be directed to local education agencies. It is, after all, at the local level -- in school buildings and classrooms -- that major educational changes such as Career Education are ultimately implemented and effected.

How, and in what ways, might the state education agency assist the local education agency in implementing Career Education? Several possible ways or strategies, have already been discussed; all should be seriously considered and utilized under appropriate circumstances. There is, however, one area in which most state education agencies can greatly assist local education agencies in implementing Career Education -- the area of planning.

Many local schools and school systems already have a capability for planning. At the same time, however, many do not have this. Regardless of the existence of such a capability, every local school system could utilize to good advantage guides, checklists, and similar documents that might be prepared and distributed by the state education agency.

Toward this end, the Utah Department of Public Instruction, in cooperation with Georgia, New Jersey, Oregon, and Wisconsin,

Major Steps in Implementing a District Career Education Program

From: A Guide for the Implemntation of Career Education in a Local Education Agency (Utah SEA)

has developed a brochure titled "A Guide for the Implementation of Career Education in a Local Education Agency". The guide, which hopefully will be available for general distribution in the near future, defines and explains the various steps which should be taken as the local agency prepares to implement Career Education. (The major steps are portrayed in the schematic shown on page 30. They are broken down into component steps and explained in the guide.)

Similarly, check lists (a form of guidelines) might also be prepared by state education agencies for use by local agencies. Such a checklist was suggested as a strategy earlier in this paper. Another example of the way in which a checklist might be prepared is the "Checklist for Implementation of a Career Education Program", prepared by the Association of California School Administrators, which is shown below:

Check List For Implementation Of A Career Education Program

. Have you made a philosophical commitment to Career Education?
. Have you identified and assessed the needs of the student and the community he is in and/or will be entering?
. Do you have a clear statement of goals?
. Do your goals have performance objectives?
. Have you inventoried instructional capabilities (school and community) relative to these goals?
. Are you aware of potential constraints in the areas of economics, personnel and facilities?
. Have you established priorities for curriculum change?
. Have these priorities been jointly agreed upon by parent, advisory and community groups?
. Do you have the endorsement and support of the business and industrial sector for these goals and objectives?
. Do your goals and objectives provide a balanced program?
. Have you clearly defined the organizational structure, administrative procedure, and the function and inter-relationship of all components?
12. Do you have a viable staff development (in-service training) plan?
13. Are you developing automated support systems with information capabilities to provide (A) student data (B) program data (C) employment and educational projections (D) demand projections (E) placement and follow-up information?
14. Do you have a continuing administrative strategy of program re-evaluation and re-alignment for the purpose of maintaining a relevant educational delivery capability to (A) students (B) "real" world?
15. Is your guidance program capable of providing guidance or just program services?
16. Have you developed a plan for creating and utilizing advisory committees?
17. Have you established linkages with business and industry to provide on-site experiences for the student?
18. Have you identified applicable community resources?
19. Have you developed internal communication channels as well as external ones for disseminating information? □

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Legislative Support

In examining various ways in which the implementation process can be facilitated, the importance of enabling and supportive legislation should not be overlooked. Through the leadership demonstrated by several state education agencies, several state legislatures have enacted legislation that is highly supportive of Career Education. Additionally, the Senate Education Bill (S. 1539) that is being considered in Congress at the time this is written also contains provisions which are very supportive of Career Education. Both kinds of efforts, i.e., at the state and the national level, are critical to the overall success of Career Education, and educational leadership should continue to encourage them. It should be noted, however, (as has apparently been thought in some instances) that implementation efforts do not end with legislation; they must still be made after the legislation is enacted.

Coordination of Effort

Lastly, attention should be given by state education agencies to the matter of coordination of effort with local agencies, on the one hand, and with national agencies, on the other. In addition, as was demonstrated at the National Career Education Conference for State Directors/Coordinators (Dallas, April 29, 30 and May 1, 1974) there is also a need for coordination of effort, to the degree possible, among the state education agencies as they continue to develop and implement programs of Career Education.

Funding

There may be those who would suggest that adequate funding

for Career Education is an integral part of the implementation process; that it should have been included as a separate topic under that heading. Obviously, adequate funding is a necessary ingredient of something called facilitation. But how is adequate funding to be secured? Who is responsible for securing adequate funding? From what sources can adequate funding be obtained?

For the reasons implied by the questions, it should be clear that the matter of adequate funding for Career Education is indeed a serious concern -- and that it has major implications for the state education agency. As such, it is treated separately in this paper, even though the interrelationships noted, as well as others, do exist between funding and implementation.

Career Education, as with all aspects of public education, is dependent upon three sources for funding: Federal sources; State sources; and Local sources. Tax dollars are available only from these sources: there is no question about this. But with the sources as a "given", in what proportion should the necessary funds be made available from the several sources? This is a question for which there is no ready or pat answer, for the "proper" answer will vary from state to state. There is, however, a rule of thumb which might be appropriate for consideration: If the funds are needed for developmental efforts -- for seeding purposes -- the states might well look to the national level for funds needed to support and facilitate the development or seeding process.

Once the development processes have taken place, and if Career Education is perceived as a legitimate segment of the overall educational program in a state, state education agencies

may want to include in the regular educational appropriations -- that are proposed -- the funds that are needed to maintain Career Education, including funds for in-service activities.

(In Part I of this series it was emphasized that Career Education can not -- must not -- be perceived as an "add-on" to existing educational programs. Instead, it has been stressed that Career Education should be in integral part of the existing educational program. This, obviously, would suggest that considerable support for Career Education might be found in funds that already are being appropriated in support of education.)

If the funding patterns that has been suggested were to be followed, it would be logical that, as Career Education programs become operational in the schools, the local school systems would assume responsibility for those expenditures normally associated with those agencies -- the cost of books, materials, transportation, etc. related to Career Education.

The preceding had been intended to be suggestive; answers to specific problems, and "best procedures" will differ from state to state, as has already been indicated. The implications for all state education agencies, however, would seem to be quite common to all.

Evaluation

Just as funding is closely related to implementation, so is evaluation closely related to funding. This point has already been made. It is however, of sufficient import to warrant re-emphasis at this point. The importance of evaluation, in terms of securing adequate funding, is also sufficient to warrant separate treatment

of the topic.

Obviously, if Career Education is, as Hoyt has suggested, a response to a call for reform in American education, and if, as has been suggested by any number of people, Career Education holds considerable promise in terms of meeting the changing needs of youth and of society, it should be tried. It must be implemented in a carefully planned manner, and it must be implemented with fairly specific goals or purposes in mind. And, as it is implemented, provision must be made for determining how well the needs are actually being met, what areas or components are not serving to meet the needs, and what modifications should be made, to mention but a few. The state education agency, again, is in an ideal position, and has an ideal role, to facilitate, encourage, and coordinate evaluation efforts.

With the support and leadership of Career Education personnel in the state education agency, local educational agency personnel can develop, or adapt, and administer evaluative instruments that are designed to gather information of the type alluded to earlier. [The instruments themselves might well be developed, either in final form or in some adaptive form, by (or under the sponsorship of) state personnel.]

Perhaps the key role in evaluation efforts that can be assumed by the state education agency, insofar as Career Education is concerned, is in the collection, assimilation, analysis, and dissemination, of data--of information. As was noted previously, most management information systems do not, at the present time, include provisions for accumulating such data; the implementation process itself has only just begun. But there is a critical need for infor-

mation--fairly hard data--about the strengths and weaknesses of Career Education. Some efforts along these lines are being carried out by the National Institute of Education; others are being encouraged by the USOE. Much more will have to be done, however, and the state education agency is, in all probability, the most suitable choice to do the job.

CONCLUSION

Throughout this series an attempt has been made to focus on Career Education and the State Education Agency. It is (or should be) obvious that the authors believe in the potential of that agency. As has been stated several times, no other educational agency is in a position to attack and solve state-wide problems in education; no other agency is in a position to facilitate, support, and maintain needed educational changes--i.e., Career Education--on a state-wide basis.

The authors of this series would in no way imply that the translation of the concept of Career Education from an idea to a reality will be a simple task. The authors would strongly suggest, however, that without the leadership, support, and facilitative assistance of the state education agency, it will be an impossible task.

The several roles that might be taken seem to be clear; the implications seem to stand out with equal clarity. What remains, then, is the job itself. Suggestions have been made as to how the job might be accomplished, and models have been used for illustrative purposes. Most of the suggestions and models have been generated by the people who will be, and are getting the job done. These, of

course, are the State Directors/Coordinators of Career Education--the professional educators in the state education agency who are charged with the responsibility for translating a concept into a reality.

[Appended, following the Selected References, is a list of the Directors/Coordinators. Interested and concerned educators may wish to contact them direct for more specific information.]

Explanatory Notes

This paper, "Career Education and the State Education Agency", is the last of a series of papers concerned with various aspects of Career Education by the Career Education Project of the Council of Chief State School Officers. It is hoped that the series will contribute to the knowledge base of state education agencies. At the same time, it is also hoped that the series will, in a variety of ways, assist State Directors or Coordinators of Career Education in their efforts to further translate the concept of Career Education into a workable and viable educational process in their individual states.

The series has been authored principally by David L. Jesser, Director of the CCSSO Career Education Project. However, much assistance in the preparation of the series was provided by Nancy Pinson and Niel Carey, both with the Maryland State Department of Education, by Linda Keilholtz, of the Ohio State Department of Education, and by Byron Vanier, of the Nebraska State Department of Education. Special recognition and thanks is tendered to these interested, concerned, and dedicated educators.

It should be noted that a choice was made not to use footnote references in this series. Instead, the references or sources to which footnote references would generally be made are included in the Selected References section which follows.

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